***EETT Grant Competition 2005-2006 Application***
**FORM 1 - Cover Sheet**

**Grant Category: Professional Development for Student Achievement**

**Grant amount requested: $800,000.00 / Grant title: *eMINTS-4-Utah***

LEA participants and percentage of money to be received from the grant:

| LEA Participants | Contact Name | Contact E-mail | % to be received |
|---|---|---|---|
| Granite School District | Dr. James H. Henderson | Jim.Henderson@granite.k12.ut.us | 5% |
| Logan City School District | Clark Ballard | cballard@lcsd.logan.k12.ut.us | 15% |
| Uintah School District | John Nielson | John.nielson@uintah.net | 20% |
| Provo School District | Gary Lacock | garyla@provo.edu | 20% |
| Salt Lake City School District | Lesley McLaughlin | lesley.mclaughlin@slc.k12.ut.us | 10% |
| Ogden School District | Tonia Smith | smithz@m.ogden.k12.ut.us | 10% |
| Duchesne County School District | Duane E. Jensen | djensen@dcsd.org | 10% |
| Tintic School District | Tom Nedreberg | Tom.nedreberg@tintic.k12.ut.us | 10% |

Other partners and percentage of money to be received from the grant:

| Other Partners | Contact Name | Contact E-mail | % to be received |
|---|---|---|---|
| eMINTS National Center – University of Missouri System | Monica Beglau | monica@emints.org | 0% |
| Southern Utah University | Martha Minnick | minnick@suu.edu | 0% |
| Utah Education Network | Victoria Rasmussen | victoria.rasmussen@uen.org | 0% |

**Percent of requested funds designated for professional development: _42__%**

**Assurance that indirect costs (if taken from grant award) will conform to regulations: (Please select one.) YES __√__ NO____**

**Assurance that all LEAs receiving funds from this grant have a substantial need for assistance in acquiring and using technology as demonstrated by their agreement to not transfer any formula Title II Part D funds out of their** district's **Title II Part D budget: (Please select one.) YES__√__ NO____**

**Fiscal LEA** Superintendent signature:

(Dr. **Stephen F. Ronnenkamp**)

**Project/Grant Ma**nager signature

~~(Dr.~~ **James H. Henderson)**

**FORM 2 - Project Summary**

*eMINTS-4-Utah*, a collaborative project in its second year of operation, replicates the research-based instructional practices of Missouri's highly successful eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies) program. eMINTS National Center, a unit of the University of Missouri System, administers the program. Since its inception in 1999, the eMINTS program shows improvement in students' scores on Missouri Assessment Program (MAP) standardized tests.

The *eMINTS-4-Utah* project (http://www.emints4utah.org) recreates the eMINTS instructional model (high quality teaching powered by technology) in more than 60 classrooms in five urban and rural school districts – Granite, Salt Lake City, Ogden, Duchesne, and Tintic. EETT grant funds will ensure *eMINTS-4-Utah* expands to include three more qualifying school districts – Logan, Uintah, and Provo.

Utilizing a strong research-base for improving student achievement, *eMINTS-4-Utah* fully expects similar results as the eMINTS program, which has led to documented, improved student performance on standardized tests in Missouri. Generally, students enrolled in eMINTS classrooms outperform their non-eMINTS peers in the same schools.

Besides improving student academic performance, *eMINTS-4-Utah* has a comprehensive plan of intensive professional development, and extensive follow-up. In-classroom coaching by eMINTS-trained instructional specialists will help participating teachers transition from the traditional teacher role of classroom expert to the role of student-learning facilitator. Intensive, sustained training will ensure changes in instructional practices and increases in student performance on required statewide tests. *eMINTS-4-Utah* project results will be widely accessible online.

The *eMINTS-4-Utah* project will show that creative integration of technology into the core curriculum can improve student achievement regardless of ethnic background, socio-economic status, geographical location or English proficiency. The project will facilitate equitable access to technology resources for all students impacted by the grant.

The *eMINTS-4-Utah* goals are:

- Goal 1: Improve student academic achievement through the use of technology, focusing on literacy, numeracy, and science
    - Objective: Increase student academic achievement on math, language arts, and science CRT tests each year from 2005 to 2007
        - *Success Measure:* CRT data will be analyzed/evaluated by evaluation team
- Goal 2: Integrate technology with professional development and curriculum development
    - Objective 1: Increase student classroom access to technology tools from 2005 to 2007
        - *Success Measure:* 100% of classrooms will be equipped with eMINTS hardware/software instructional tools
    - Objective 2: Increase student classroom use of technology tools and software from 2005 to 2007

        - *Success Measure:* Student usage of in-classroom technology will increase each year from 2005 to 2007 (See Technology Use Rubric, Appendix F)
    - Objective 3: Teacher instructional practices will focus on student-centered inquiry-based learning.
        - *Success Measure:* 100% of teachers will complete 175 hours of training (See Professional Development Schedule, Appendix D)
        - *Success Measure:* 100% of CISs will complete semi-annual CIS evaluation (See CIS Evaluation, Appendix G)
        - *Success Measure:* Instructional practices of all teachers will be measured (See Lesson Typology & Bloom's Taxonomy Form, Appendix E; Classroom Climate Rubric, Appendix I)
- Goal 3: Promote research-based instructional methods that can be widely replicated
    - Objective 1: Increase cooperative learning opportunities for students
        - *Success Measure:* Teachers will increase cooperative learning activities in their classrooms (See Technology Use Rubric, Appendix F)
    - Objective 2: Increase the level of teacher questioning strategies and student responses from knowledge to evaluation according to the learning hierarchy in Bloom's Taxonomy
        - *Success Measure:* Teachers will increase the usage of higher level thinking activities (See Lesson Typology & Bloom's Taxonomy Form, Appendix E)
    - Objective 3: Replicate the eMINTS program by Spring 2007 in additional classrooms
        - Success Measure: The number of *eMINTS-4-Utah* classrooms will expand

During Year 1, *eMINTS-4-Utah* will expand its classrooms from 68 classrooms in five districts to 88 classrooms in eight districts statewide. *eMINTS-4-Utah* school districts will also deploy hardware/software to each new eMINTS classroom. Certified eMINTS Cluster Instructional Specialists (CIS) will provide teachers with 100 hours of eMINTS professional development and bi-monthly in-classroom mentoring, model teaching, and coaching. Semi-annual CIS teacher evaluations will measure the success of the bi-monthly coaching. (See CIS Evaluation, Appendix G.) Also, eMINTS will provide teachers with ongoing online support and learning resources. Teachers will begin to implement inquiry-based strategies and cooperative learning into student-centered instruction.

During Year 2, Cluster Instructional Specialists will provide teachers with 75 hours of eMINTS professional development and continue bi-monthly in-classroom coaching, model teaching, and mentoring. (See Professional Development Schedule, Appendix D.) Teachers and students will fine tune technology integration with inquiry-based, cooperative instructional practices.

At the end of Year 1 and Year 2 of the grant, to evaluate the progress of the success measure of Goal One, CRT test data will be collected to measure/evaluate student achievement. (*See a detailed Project Timeline under Form 3*.) The eMINTS evaluation will document the positive changes in instructional practices and student achievement. (It meets the No Child Left Behind requirements for "scientifically-based research.")

**FORM 3 - Project Detail**

***District Needs:*** Utah faces unique challenges in meeting the requirements of the No Child Left Behind (NCLB) legislation, which provides professional development resources and accountability to our nation's failing schools. The State struggles with one of the highest student-teacher ratios and the lowest expenditure rate per student in the nation. Because of these challenges, it is difficult to provide focused and quality professional development. In fact, the Quality Counts 2001 report gave Utah a "D minus" in improving teacher quality. Utah Foundation reported in July 2003, "Perhaps the greatest area that could use improvement in Utah is the area of teacher training. …Only 33% of novice teachers felt well prepared to utilize technology in educating their students." In addition, the identified *eMINTS-4-Utah* schools consistently rank below mastery in reaching state and district competencies in subjects tested by the Utah State Office of Education (USOE) Criterion Reference Test (CRT). Many schools face the added challenge of not meeting Adequate Yearly Progress (AYP) in all subgroups.

In 2003, Granite, Duchesne, Ogden, Tintic, and Salt Lake City School Districts formed a partnership with eMINTS and the University of Utah to launch the *eMINTS-4-Utah* project. *eMINTS-4-Utah* focuses on increasing standardized CRT test scores in language arts, math, and science in Utah's low-income, low-achieving schools. To accomplish this, *eMINTS-4-Utah* has replicated Missouri's eMINTS professional development model (high quality teaching powered by technology) in both rural and urban high-need schools in Utah.

No significant differences exist between *eMINTS-4-Utah* and Missouri's eMINTS design. *eMINTS-4-Utah* meets the needs of its district partners by equipping classrooms with needed technology tools and providing teachers with 175 hours of professional development and ongoing in-classroom coaching. Participating teachers complete intensive professional development training over a two-year period aimed at integrating educational technology and the core curricula using best teaching practices. Through this training, teachers are able to share successes and failures, thus increasing effectiveness across the spectrum. *eMINTS-4-Utah* has developed a sustained professional development model with ongoing training and coaching of teachers and students. The project uses a coaching model that requires the development and presentation of student projects in the classroom, which contributes to improved student achievement.

The eMINTS program began in Missouri in the fall of 1999 with 88 classrooms in 44 districts, grades 3-4. eMINTS has since expanded to include 850 classrooms, 218 districts, and 20,000 students. A combination of district, state and federal funds support eMINTS classrooms statewide.

The potential effects of *eMINTS-4-Utah* extend well beyond the original project scope and two-year funding length. Once *eMINTS-4-Utah* teachers complete the eMINTS professional development program, they are effectively trained for life. Then it becomes merely a matter of periodically updating their technology, which school districts have the funds to do. With the support staff and the classroom technology in place the project will keep going from year to year.

A ratio of one computer for every two students will ensure ongoing access to technology. Moreover, a ratio of one CIS for every 25 teachers in the program will ensure continuous support.

Buoyed by the initial positive trends, all the original *eMINTS-4-Utah* school districts have invested their own funds to expand the project. Together they have added 28 new classrooms to the program since its inception. (This confirms the districts' belief in the effectiveness of the eMINTS model with teachers of every experience and skill level.) In addition, three other districts wish to join *eMINTS-4-Utah*. All the partners in the proposed project endorse the goals, objectives and activities of *eMINTS-4-Utah*.

The project impacts student instruction in terms of teacher longevity. *eMINTS-4-Utah* teachers have on the average 15 years remaining in their profession, touching approximately 7,700 students during the remainder of their careers.

| District | Average No. Years Remaining for Teachers | Approximate No. Students Impacted |
|---|---|---|
| Tintic | 17 years | 1,700 |
| Ogden | 12 years | 19,000 |
| Granite | 13 years | 11,000 |
| Duchesne | 13 years | 4,600 |
| Salt Lake City | 20.5 years | 2,300 |

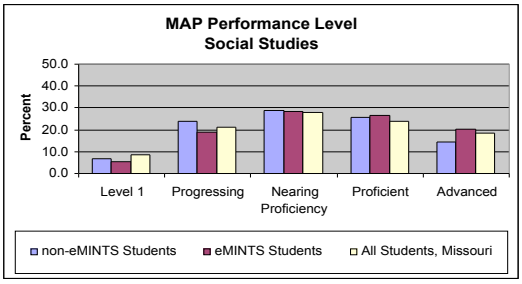
***Research-base:*** Replicating the eMINTS model, *eMINTS-4-Utah* trains teachers in effective, technology-based and research-based instructional practices to guide classroom activities that maximize improving student performance. These instructional strategies include the research-based methods of Robert J. Marzano, David Johnson and Roger Johnson, Benjamin Bloom, and Grant Wiggins and Jay McTighe. *eMINTS-4-Utah* also adopts instructional strategies involving differentiated curriculum, cooperative learning, hands-on and inquiry-based learning, high-level questioning strategies, and real-world problem solving. Thus *eMINTS-4-Utah* empowers students to become lifelong learners.

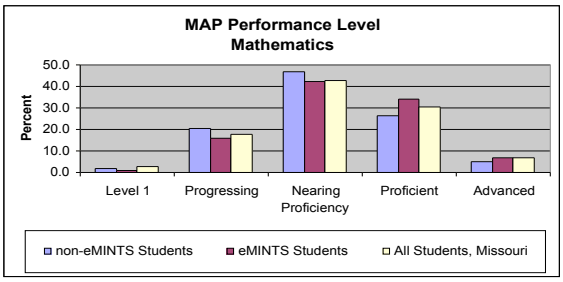
Recent studies show evidence of increased student achievement using tools of educational technology. "The Link to Higher Scores," a Milken Exchange report by Jeff Archer, states that technology used to support "'simulations and applications' generally associated with higher-order thinking" (Bloom's Taxonomy of Educational Objectives) resulted in higher math achievement and an overall more positive school climate. (See http://counts.edweek.org/sreports/tc98/ets/ets-n.htm.)

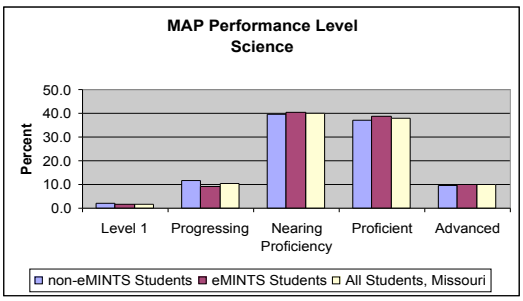
Stunning results in reading, mathematics, science, and social studies have been achieved by eMINTS students in a St. Louis urban neighborhood "where virtually every child is poor." The students took regular online assessments and received customized instruction in a technology-rich setting. See "Toward A New Golden Age in American Education," National Education Technology Plan 2004 (U. S. Department of Education, Office of Educational Technology, Washington, D.C., 2004).

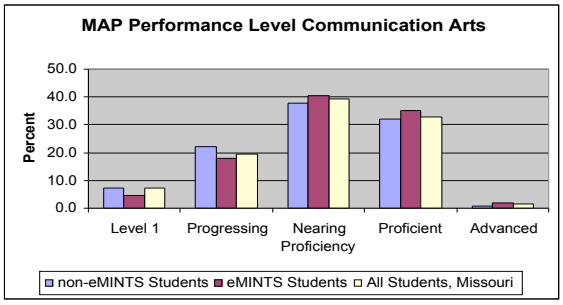
The eMINTS model shows enormous promise wherever it is implemented. eMINTS has led to documented, improved student achievement on Missouri's standardized MAP (Missouri Assessment Program) tests. (See bar graphs below)

On three of the four 2003 MAP tests – communication arts (language arts), mathematics, and social studies -- a higher proportion of students in eMINTS classrooms scored in the top two performance levels than did students in non-eMINTS classrooms. Also a higher proportion of students in eMINTS classrooms scored in the top two levels than did students statewide. eMINTS also demonstrates statistically higher student performance for students who are considered special education and low income. The 2003 MAP results can be accessed at http://www.emints.org/evaluation/reports/map2003.pdf. (*eMINTS-4-Utah* expects to demonstrate similar test results.)




In Utah, the not-fully-implemented *eMINTS-4-Utah* project stands at the midpoint of its second year. The project's preliminary results, however, show substantive improvement. Generally, eMINTS students outperformed their non-eMINTS peers on standardized CRT tests in the same schools in the proficient and advanced achievement levels. In the upper grades – sixth grade to the intermediate grades – *eMINTS-4-Utah* results show significant improvement in CRT performance.

Using disaggregated MAP/CRT data and data points such as semi-annual teacher surveys and in-classroom observations, the eMINTS evaluation documents the positive changes in teaching practices and student achievement. It meets the No Child Left Behind requirements for "scientifically-based research." The evaluation team is composed of staff from the University of Missouri, Office of Social and Economic Data Analysis (OSEDA), an organization independent of eMINTS.

For evaluation purposes, *eMINTS-4-Utah* will submit CRT data and the results from semi-annual teacher surveys and in-classroom observations to eMINTS National Center's evaluation team and to the state evaluator selected by the Utah State Office of Education.

***Professional Development:*** A review of the *eMINTS-4-Utah* district professional development plans shows that they align with the Utah Staff Development Guidelines for content, process and context standards.

*Context Standards:*
*eMINTS-4-Utah* will utilize learning communities by forming district cohorts comprised of school teams – two teachers per grade level working together on a daily basis to address the school issues of improving student learning. District cohorts will meet bi-monthly for training (175 hours over two years), lesson planning, problem-solving, and mentoring. All *eMINTS-4-Utah* teachers from the eight school districts combined will participate in the Utah network of district cohorts and utilize the Missouri eMINTS teacher listserv as members of a larger learning community. *eMINTS-4-Utah* will adhere to a strong leadership model, with certified eMINTS Cluster Instructional Specialists (CIS) responsible for continual teacher coaching, mentoring, and training. The CIS will establish program policies, provide ongoing professional development sessions, model effective teaching practices, offer feedback on teaching strategies, and facilitate job-embedded time for learning and collaboration. *eMINTS-4-Utah* will appropriate a minimum of 25% of the total operating funds for professional development.

*Process Standards:*
CRT test results will determine adult learning priorities, measure progress, and guide improvement. *eMINTS-4-Utah* evaluations will measure improvements in instructional practice and student learning. In addition, they will demonstrate the impact of the eMINTS model on raising student test scores. In-classroom observations by instructional specialists will be used to assess and change teacher practice. (The eMINTS professional development model meets the requirements of the "Scientifically-based Research" of No Child Left Behind legislation.) The eMINTS model will prepare teachers to apply current research such as Robert J. Marzano's strategies and Benjamin Bloom's Taxonomy in decision-making. And the eMINTS design will combine different learning strategies: after-school training sessions, collaborative lesson planning, case studies, study groups, professional networks, live and video modeling of instructional strategies, and the use of coaching. The *eMINTS-4-Utah* cohorts (learning communities) will provide teachers with social interaction that enhances learning with the interpersonal support for resolving the difficult issues of teaching and learning.

*Content Standards:*
*eMINTS-4-Utah* will focus on collaborative, project-based learning. It will encourage high expectations from all students for academic achievement. *eMINTS-4-Utah* will provide educators with opportunities to understand their own attitudes about their teaching practices and expectations for student learning and behavior. Professional development sessions will help teachers design differentiated, developmentally-appropriate curriculum.

Adhering strictly to the Missouri eMINTS professional development model, *eMINTS-4-Utah* will transform the classroom from a passive-learning, lecture-based setting to an engaging environment where students ask questions, participate in discussions, prove theories, analyze real-world problems, and navigate between teams of students searching out answers. Sustained, intensive professional development and in-classroom coaching by Cluster Instructional Specialists will be required by participating teachers to help them transition from the role of classroom expert to the role of facilitator.

Besides training teachers to become facilitators and changing classrooms to dynamic student-centered environments, *eMINTS-4-Utah* will follow the eMINTS practice of changing teacher lesson styles among its teachers to improve student performance.

In Missouri, eMINTS-trained instructional specialists observed and made evaluations of the teaching practices of teachers in their classrooms over a two year period. Between the first and second year they observed dramatic changes in teacher lesson styles. The proportion of student–centered lessons nearly doubled in the second year. The number of hybrid lessons decreased because most became student-centered. The percentage of teacher-centered lessons remained nearly the same.

| Teacher Styles | Year 1 | Year 2 | Percent Change |
|---|---|---|---|
| Teacher-centered | 21% | 22% | +6% |
| (Focus: skill-mastery; text-based; subjects are separated; assessment by tests) | | | |
| Hybrid | 48% | 28% | -42% |
| Student-centered | 31% | 50% | +76% |
| (Focus: comprehension; standards-based; subjects integrated; assessment by a variety of projects) | | | |

In 2003, eMINTS National Center director Monica Beglau reported that "about 72% of the teachers who've gone through eMINTS training have made drastic changes in the way they teach." (eMINTS=SUCCESS," Scholastic Administr@tor (January/February 2003, p. 32).

***Action plan:*** Dr. James H. Henderson will administer *eMINTS-4-Utah*, monitor timeline and finances, review budgets, and provide reconciliation reports of expenditures and accounting of progress. In addition, he will facilitate collaboration between project partners. The project director, Ms. Rachel Murphy, will coordinate the activities of the eight school districts involved in the project. She will organize teacher training, provide support for project goals, ensure project sustainability, oversee data collection and analysis for project evaluation, and collaborate with the state evaluator and with the eMINTS National Center, Southern Utah University, and Utah Education Network. The director will also act as an additional Cluster Instructional Specialist (CIS) to provide mentoring and instruction. In addition, an administrative assistant will provide support and assistance where needed. (See Project Management Structure, Appendix H.) The administrator and/or the director will present progress reports to the annual TCC fall meeting and at the annual spring UCET conference, and host an *eMINTS-4-Utah* open house.

Each *eMINTS-4-Utah* school district will select a CIS who will facilitate professional development modules and district cohorts. The new CISs will travel to Missouri for the initial

spring training session conducted by eMINTS National Center, a unit of the University of Missouri System. The training will provide CISs with the necessary skills and expertise to coach, mentor, and instruct eMINTS teachers. eMINTS National Center will also conduct semi-annual evaluations of CISs to ensure high-quality teacher instruction.

Cluster Specialists will provide professional development sessions involving 175 hours of teacher training, which include an intensive week-long summer session as well as after-school training. Teachers will be given job-embedded time and substitutes for one full day of training each quarter. The training is followed up with regular classroom visits that provide support and mentoring to ensure changes in instructional practices.

*eMINTS-4-Utah* Instructional Technology Specialists (ITSs), trained in constructivism and project-based teaching and learning, will visit classrooms on a regular basis to observe teachers and students, collect relevant data, evaluate the application of technology in the classroom, and measure the instructional practices of eMINTS teachers. Besides in-classroom observations, CRT test results will measure the effectiveness of the project. In turn, all of this data will be submitted to the state evaluator and to eMINTS National Center.

Teachers and CISs will use online resources to share instructional materials/projects, to facilitate collaboration and follow-up, and to contribute to the project's evaluation. Polycom interactive video sessions, electronic conferencing, email lists, and conference calls will allow further opportunity for teachers and CISs to interact and share information.

*eMINTS-4-Utah* professional development includes goal-setting, training sessions, classroom visits; cluster meetings, discussion lists, mentoring, and professional development credit through Utah's CACTUS (Computer Aided Credentials of Teachers in Utah Schools) system, a state education database containing teacher credential information. Furthermore, the Southern Utah University (SUU) offers eleven hours of graduate level credit for *eMINTS-4-Utah* teachers. Teacher resources are available from eThemes – an extensive database of Web resources aligned to Utah's core curriculum. eThemes will provide grade-level resources, organized around specific themes. Support also comes from webquests – a lesson planning tool. Teachers will use webquests for adapting online resources to classroom curriculum. Teachers and cluster specialists will collaborate as teams to gather ideas, develop curriculum, and share resources. Teachers and cluster specialists will engage in information exchange in many forms, facilitated by MyEDesk, an online storage and webpage creation tool, with its discussion board feature.

All *eMINTS-4-Utah* districts will use existing facilities to house teacher training and classroom instruction. Existing classrooms in each of the eight *eMINTS-4-Utah* school districts will be outfitted with engaging, technology-rich, educational tools including: one computer for every two students, multimedia projector, Smartboard technology, scanner, printer, digital camera, teacher laptop, and MS Office Suite. Districts will be required to install the necessary furniture, the electrical and network wiring, and deploy the hardware under timeframes as outlined in the project timeline below.

Students in eMINTS classes are engaged in project-based learning, collaborating with other

students, and using multimedia technology in creative ways. (For a look inside an eMINTS classroom, see http://www.emints4utah.org/alookinside.)

*eMINTS-4-Utah* schools/districts will conduct annual technology fairs to showcase student work and promote parent and family involvement. *eMINTS-4-Utah* will also create teacher websites where classroom information, homework, and calendar items are posted for parents, students and school personnel.

Project Timeline

| **Milestone** | **Timeframe** | **Responsibility** |
|---|---|---|
| Identify participating classrooms and cluster instructional specialists (CIS) | Spring 2005 | Districts |
| Notify parents of *eMINTS-4-Utah* program and change in classroom pedagogy | Spring 2005 | Schools |
| New districts order equipment, supplies and set up classrooms | May – August 2005 | Districts |
| New district CISs initial training session in Missouri | May 2005 | Director; Cluster Specialists |
| Send eMINTS researchers the Utah core curriculum themes for inclusion in eThemes | Ongoing September 2005 - 2007 | Director; Cluster Specialists |
| Week-long training of new eMINTS teachers | August 2005 | Director; Cluster Specialists |
| Bi-monthly mentoring, classroom coaching | Beginning September 2005 | Cluster Specialists |
| Bi-monthly after-school training | Beginning September 2005 | Cluster Specialists |
| Quarterly cluster specialists meetings | Beginning September 2005 | Director; Cluster Specialists |
| Quarterly eMINTS teacher training days using substitutes | Beginning Fall 2005 | Cluster Specialists |
| Semi-annual CIS evaluations | Beginning October 2005 | eMINTS National Center |
| Attend UCET, State Technology Conference | March 2006 | *eMINTS-4-Utah* teachers, Cluster Specialists |
| Teachers receive CACTUS or SUU college credit | Spring 2006 | *eMINTS-4-Utah* teachers |
| New district CISs attend second training session in Missouri | May 2006 | Cluster Specialists |
| *eMINTS-4-Utah* Technology Fairs | Spring 2006; Spring 2007 | Cluster Specialists |
| Attend UCET, State Technology Conference | March 2007 | *eMINTS-4-Utah* teachers; Cluster Specialists |
| Teachers receive CACTUS or SUU college credit | Spring 2007 | *eMINTS-4-Utah* teachers |
| Data collection – annual CRT scores, semi-annual teacher surveys, monthly classroom observations | Ongoing 2005-2007 | Director; Cluster Specialists; Instructional Technology Specialists |

| | | |
|---|---|---|
| Collaborate with state researcher/evaluator | Ongoing 2005-2007 | Director; Cluster Specialists |
| Evaluation report | Yearly 2005-2007 | Outside evaluation team selected by U.S.O.E. |
| Reconciliation report of expenditures and accounting of progress | March, November 2006; March, November 2007 | Director |
| Grant Progress Report presented at UCET Conference | March 2006; March 2007 | Administrator/Director |
| Grant Progress Report presented to TCC meeting | Fall 2006; Fall 2007 | Administrator/Director |
| *eMINTS-4-Utah* Open House | Spring, 2007 | Administrator/Director |

***Partnerships:*** Granite District's partnership with eMINTS National Center – a unit of the University of Missouri System, Southern Utah University, Utah Education Network, and Duchesne, Ogden, Tintic, Salt Lake, Provo, Uintah, and Logan School Districts will dramatically expand the *eMINTS-4-Utah* project. The project constitutes a collaborative effort between urban districts -- Granite, Salt Lake City, Provo, Ogden, and Logan -- as large as 69,600 students and rural districts -- Uintah, Duchesne, and Tintic – as small as 275 students. (None of the charter/private schools within the *eMINTS-4-Utah* school districts are eligible to participate in the project.)

*eMINTS-4-Utah* will extend its geographical reach with this grant. Of the three new recruits, Logan School District touches Utah's northern limits. Uintah School District stretches several miles along the state's eastern extremity. Provo School District borders on the southern reaches of the Wasatch Front. With Tintic, an existent *eMINTS-4-Utah* school district bounding Utah's western line, the program encircles nearly half of the state.

Southern Utah University will provide 11 hours of graduate credit for *eMINTS-4-Utah* teacher participants. Each participating school district will be responsible for providing their own documentation to SUU for proof of credit and completion of hours.

Utah Education Network (UEN) will provide $15,000.00 for 30 third-year *eMINTS-4-Utah* teachers to attend a week-long training session at UEN's training facilities. Dubbed "DigiTales Storytelling Camp" http://www.digitales.us, the training is meant to give *eMINTS-4-Utah* teachers an in-depth and personal immersion with reading/writing multimedia communication. The camp approach to learning is also uplifting and renewing as participants claim their own stories celebrating their learning and how their lives make a difference in the world. (For an example of a DigiTales product, access the following link: http://www.digitales.us/story_details.php?story_id=1.)

eMINTS National Center will provide two weeklong professional development sessions for new cluster instructional specialists, access to eMINTS professional development materials and eThemes resources, video teleconferencing support sessions throughout both years of the grant for cluster instructional specialists. eMINTS National Center will also provide guidance, expertise, certification, and support to all activities involving *eMINTS-4-Utah*.

**Form 4 – Budget Form**

**Budget Distribution Table:**

| LEA | EETT Formula Funds | Other NCLB Funds | LEA Matching Funds | Other Matching Funds | LEA In-Kind Match |
|---|---|---|---|---|---|
| Granite | $40,000.00 | $106,000.00 | $22,670.00 | $0.00 | $20,000.00 |
| Salt Lake City | $80,000.00 | $0.00 | $0.00 | $0.00 | $95,000.00 |
| Ogden | $80,000.00 | $18,637.00 | $32,025.00 | $0.00 | $62,032.00 |
| Duchesne County | $80,000.00 | $0.00 | $0.00 | $0.00 | $23,000.00 |
| Tintic | $80,000.00 | $5,500.00 | $60,000.00 | $0.00 | $0.00 |
| Provo | $120,000.00 | $0.00 | $21,940.00 | $0.00 | $0.00 |
| Uintah | $160,000.00 | $0.00 | $1,091.97 | $0.00 | $0.00 |
| Logan | $160,000.00 | $0.00 | $41,125.00 | $5,000.00 | $8,380.00 |
| TOTAL | $800,000.00 | $130,137.00 | $178,851.97 | $5,000.00 | $208,412.00 |

**Narrative:**

*eMINTS-4-Utah* school districts will utilize EETT formula funds and NCLB funds to support the project goals and purposes. No district partner (Granite, Salt Lake City, Duchesne County, Ogden, Tintic, Uintah, Provo, Logan school districts) has allocated its EETT formula funds to other programs. All of the districts will provide matching dollars with EETT formula funds, NCLB funds, and/or other district funds, as outlined in the Budget Distribution Table above.

Fifty-three percent of the grant monies support Goal 2 by placing the following technology into *eMINTS-4-Utah* classrooms: Student computers, printer, scanner, digital camera, Smartboard technology and projector, ceiling mounts, desks, electrical and network wiring, screen, access points, and teacher laptops.

Forty-two percent of the grant funds enable *eMINTS-4-Utah* to achieve Goals 1 and 3, by providing teachers with professional development stipends and benefits, SUU credit, UCET Conference registration, teacher software, website hosting costs, and substitute costs.

Granite School District will serve as the *eMINTS-4-Utah* fiscal agent; funds from the project will be allocated for fiscal and technical support, project director, cluster instructional specialists, and stipends for 20 classroom teachers participating in 175 hours of professional learning and an administrative assistant stipend. (A cluster is defined as: a group of teachers and trainers from each district.) Funds will also be allocated for salaries and training costs, and for substitutes.

Five percent of the budget will be allocated to an independent state evaluator to be identified by the Utah State Office of Education (USOE); 42% of the monies will be used for teacher professional development.

Each *eMINTS-4-Utah* classroom will be equipped with one computer for every two students; teacher laptops, multimedia projectors and screens, Smartboard technology, digital cameras, printers, scanners, classroom furniture, access points, network wiring, switches; and mounting costs for projectors and Smartboard technology.

Project budget supplies include training and classroom materials, tool software for students, teachers, and cluster specialists (i.e., Microsoft Office, Studio MX 2004, and Inspiration); and meals for full day training sessions. Teacher supplies will also include jump drives and laptop cases. Funds will also be allocated for website hosting and registration costs for teachers to attend UCET Conference.

Professional and technical monies will purchase services from eMINTS National Center (a unit of the University of Missouri System) to provide for professional learning for cluster instructional specialists for two weeks; utilization of the eThemes website resources; development of the Utah core curriculum online resource links; complete project curriculum materials; tuition for Southern Utah University graduate level credit for participating teachers.

The travel budget will pay costs for new cluster specialists to attend professional learning seminars sponsored by eMINTS National Center and quarterly cluster training sessions; per diem and lodging to cluster specialists to attend eMINTS training in Missouri; lodging for rural cluster specialists and teachers in Salt Lake City during the summer week training session; mileage for project administrator, project director, and cluster specialists to visit schools; mileage for teachers to attend cluster training sessions; per diem to new cluster specialists to attend training in Salt Lake City.

Other budget costs include audit costs. Indirect costs at the rate of 2.25% are also included in the budget.

Refer to Appendix J for year two *eMINTS-4-Utah* implementation costs/budget.

***(The following pages contain the USOE Budget form detailing the EETT grant fund expenditure categories and amounts.)***